

Unit 6: Leading Sports Activities

# Scheme of work

Guided learning hours: 30 hours

Number of lessons: 15

Duration of lessons: 2 hours

Learners should spend lesson time and non-supervised time working on assignments.

This scheme of work is provided to help you make the most of your planning time. Customise this by adding your own activities/lesson ideas to the 'Activities' column.

Lesson	Unit content*	Activities	Links to other units
1	<b>Unit introduction</b>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation (approx. 10 minutes):</b> outline the nature of the learning aims and the number of assignments that learners will be expected to complete.</li> </ul>	
<b>Learning aim A: know the attributes associated with successful sports leadership</b>			
1 cont.	<p><b>Topic A.1 Sports leaders:</b></p> <ul style="list-style-type: none"> <li>• e.g. sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</li> </ul> <p><b>Topic B.2 Components of sports activity session:</b></p> <ul style="list-style-type: none"> <li>• main component/components of activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners to explore three successful sports leaders.</li> <li>• <b>Practical activity:</b> introduction to the basic components of a sports activity session:               <ul style="list-style-type: none"> <li>○ tutor to introduce learners to the basic components of a sports activity session</li> <li>○ after each component of the session, learners to discuss each part with the rest of the group (aims, health and safety, etc) to develop a further understanding.</li> </ul> </li> </ul>	<p><b>Topic A.1</b> has links with:</p> <ul style="list-style-type: none"> <li>• Unit 9 Designing Exercise Programmes</li> <li>• Unit 11 Running Sports Events</li> </ul>

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2	<p><b>Topic A.2 Attributes:</b></p> <ul style="list-style-type: none"> <li>skills (communication, organisation of equipment, knowledge)</li> <li>advanced skills (activity structure, target setting, use of language, evaluation).</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor-led discussion:</b> introduction to the skills of a sports leader.</li> <li><b>Small group activity:</b> learners to consider the skills required to be a successful sports leader. For each of the identified skills, learners to provide an example of a sports leader who applies the skills effectively.</li> <li><b>Tutor presentation:</b> use YouTube video examples to introduce each method of communication.</li> <li><b>Tutor-led discussion:</b> effective communication as a sports leader.</li> <li><b>Practical group activity:</b> learners to consider the different methods of communication used by sports leaders.</li> <li><b>Group activity:</b> learners to consider why a sports leader needs to be organised</li> <li><b>Tutor demonstrations:</b> <ul style="list-style-type: none"> <li>high level of organisation versus no organisation</li> <li>a practical session with an explanation of the sequence of activities</li> <li>setting targets as sports leaders</li> <li>how sessions can be evaluated using a number methods.</li> </ul> </li> <li><b>Tutor-led discussion:</b> appropriate use of language when delivering sessions to a variety of sports performers.</li> </ul>	<p><b>Topic A.2</b> has links with:</p> <ul style="list-style-type: none"> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>

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3	<p><b>Topic A.2 cont.:</b></p> <ul style="list-style-type: none"> <li>• qualities (appearance, enthusiasm, confidence)</li> <li>• additional qualities (leadership style, motivation, humour, personality).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> qualities of sports leaders.</li> <li>• <b>Individual activity:</b> learners to choose their favourite sports leaders and discuss</li> <li>• <b>Paired activity:</b> learners to define various sports stars as introverts or extroverts and discuss the outcomes in relation to different personality types.</li> <li>• <b>Individual activity:</b> learners to decide what type of leadership style is suitable for different types of sports reporter.</li> <li>• <b>Paired activity:</b> to consider which methods of leadership would suit particular target groups.</li> </ul>	<p><b>Topic A.2</b> has links with:</p> <ul style="list-style-type: none"> <li>• Unit 9 Designing Exercise Programmes</li> <li>• Unit 11 Running Sports Events</li> </ul>
4	<p><b>Topic A.3 Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• core responsibilities (professional conduct, health and safety, equality)</li> <li>• wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> responsibilities of sports leaders.</li> <li>• <b>Individual activity:</b> learners to investigate what plan should be followed in case of an injury to develop their understanding of health and safety.</li> <li>• <b>Tutor-led discussion:</b> what a risk assessment is and how/why it is used by sports leaders.</li> <li>• <b>Paired activity:</b> learners to complete a risk assessment (this could be completed as part a trip to a sports facility).</li> <li>• <b>Individual activity:</b> learners to develop a code of conduct.</li> </ul>	<p><b>Topic A.3</b> has links with:</p> <ul style="list-style-type: none"> <li>• Unit 9 Designing Exercise Programmes</li> <li>• Unit 11 Running Sports Events</li> </ul>
5	<p><b>Assignment 1</b> Tasks for Learning aim A Use centre-devised assignment or the authorised assignment from Pearson <a href="http://www.btec.co.uk/sport2012">www.btec.co.uk/sport2012</a></p>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners to consider real sports leader's strengths and attributes to support the completion of Assignment 1.</li> <li>• Evidence could be in the form of a presentation or report.</li> </ul>	

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<b>Learning aim B: undertake the planning and leading of sports activities</b>			
6	<b>Topic B.2 Components of sports activity session:</b> <ul style="list-style-type: none"> <li>warm-up</li> <li>main component/components of activity</li> <li>cool down.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> components of a sports activity session.</li> <li><b>Practical session:</b> to introduce a variety of activities that can be used within a sports activity session.</li> <li>The sports activity session should be aimed at beginners to sport and physical activity.</li> <li><b>Paired activity:</b> on completion of the practical, learners to review the relevance of each component of the session.</li> </ul>	<b>Topic B.2</b> has links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>
7	<b>Topic B.3 Plan:</b> <ul style="list-style-type: none"> <li>participants</li> <li>aims and objectives</li> <li>resources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> planning sports activities.</li> <li><b>Practical session:</b> introduction to methods of delivery. The focus of the session should be variety and enjoyment.</li> <li><b>Tutor-led discussion:</b> the requirements of a session plan.</li> <li><b>Paired activity:</b> learners to plan a warm-up. Learners can use some of the ideas that they have gathered from observing the practical sessions that they have participated in during lessons and outside in their own sports clubs.</li> <li><b>Paired activity:</b> in the same pairs as above, learners to deliver the session to the rest of the group. On completion of each activity, a discussion should be had about the effectiveness of the session and how it could be developed.</li> </ul>	<b>Topic B.3</b> has links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>
8	<b>Topic B.3 cont.:</b> <ul style="list-style-type: none"> <li>health and safety considerations (risk assessment and informed consent).</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> risk assessment.</li> <li><b>Group activity:</b> review of previous knowledge and experience of health and safety in sport.</li> <li><b>Practical situations:</b> tutor should place learners in a variety of scenarios and ask them what they are required to do within such a situation to ensure that all sports performers, spectators and sports leaders are safe during every session.</li> <li>Review should take place of risk assessment.</li> </ul>	<b>Topic B.3</b> has links with: <ul style="list-style-type: none"> <li>Unit 1 Fitness for Sport and Exercise (Topic C.3)</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>

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		<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> learners to complete a risk assessment of a sports facility around the school to develop knowledge of how to complete a risk assessment form effectively.</li> <li>● Learners to be introduced to all the different elements of health and safety that they will be required to consider when planning their session.</li> <li>● <b>Individual activity:</b> learners to put together a 10-point safety checklist for use before sport sessions.</li> </ul>	
9	<p><b>Topic B.1 Sports activities:</b></p> <ul style="list-style-type: none"> <li>● e.g. individual sports, team sports, fitness activities.</li> </ul> <p><b>Topic B.2 Components of sports activity session:</b></p> <ul style="list-style-type: none"> <li>● warm-up.</li> </ul> <p><b>Topic B.4 Lead:</b></p> <ul style="list-style-type: none"> <li>● demonstration of attributes (skills, advanced skills, attributes, additional qualities)</li> <li>● completion of core responsibilities</li> <li>● completion of wider responsibilities.</li> </ul> <p><b>Topic B.5 Measures of success:</b></p> <ul style="list-style-type: none"> <li>● coverage of planned components</li> <li>● meeting set aims and objectives</li> <li>● organised</li> <li>● safe.</li> </ul>	<p>The focus of this session should be around how to deliver sports-specific warm-ups.</p> <ul style="list-style-type: none"> <li>● <b>Tutor-presentation:</b> attributes, skills, additional qualities and measures of success.</li> <li>● <b>Tutor-led discussion:</b> recap on warm-ups.</li> <li>● <b>Group activity:</b> learners to investigate the correct technical method of demonstration of a number of skills to further develop an understanding of how to apply these attributes when leading a sports activity session.</li> <li>● <b>Individual activity:</b> learners to plan their own warm-up for a sport of their choice.</li> <li>● <b>Group discussion:</b> on completion of each warm-up, learners to review the performance and discuss the success of the session using the measures as previously discussed.</li> </ul>	<p><b>Topics B.1, B.2, B.4 and B.5</b> have links with:</p> <ul style="list-style-type: none"> <li>● Unit 5 Training for Personal Fitness</li> <li>● Unit 9 Designing Exercise Programmes</li> <li>● Unit 11 Running Sports Events</li> </ul>

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10	<p><b>Topic B.1 Sports activities:</b></p> <ul style="list-style-type: none"> <li>e.g. individual sports, team sports, fitness activities.</li> </ul> <p><b>Topic B.2 Components of sports activity session:</b></p> <ul style="list-style-type: none"> <li>main component/components of activity.</li> </ul> <p><b>Topic B.4 Lead:</b></p> <ul style="list-style-type: none"> <li>demonstration of attributes.</li> </ul> <p><b>Topic B.5 Measures of success:</b></p> <ul style="list-style-type: none"> <li>coverage of planned components</li> <li>meeting set aims and objectives</li> <li>organised</li> <li>safe.</li> </ul>	<ul style="list-style-type: none"> <li>This session focuses on how to deliver sports-specific main components of a sports activity session.</li> <li><b>Tutor-led discussion:</b> recap on the main components of a sports activity session.</li> <li><b>Individual activity:</b> learners to plan the main component of a sports activity session for a sport of their choice.</li> <li><b>Group discussion:</b> on completion of each main component, learners to review the performance and discuss the success of the session using the measures as previously discussed.</li> </ul>	<p><b>Topics B.1, B.2, B.4 and B.5</b> have links with:</p> <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>
11	<p><b>Topic B.1 Sports activities:</b></p> <ul style="list-style-type: none"> <li>e.g. individual sports, team sports, fitness activities.</li> </ul> <p><b>Topic B.2 Components of sports activity session:</b></p> <ul style="list-style-type: none"> <li>cool down.</li> </ul> <p><b>Topic B.4 Lead:</b></p> <ul style="list-style-type: none"> <li>demonstration of attributes.</li> </ul> <p><b>Topic B.5 Measures of success:</b></p> <ul style="list-style-type: none"> <li>coverage of planned components</li> <li>meeting set aims and objectives</li> <li>organised</li> <li>safe.</li> </ul>	<ul style="list-style-type: none"> <li>This session focuses on how to deliver a sports-specific cool down.</li> <li><b>Tutor-led discussion:</b> recap on cool downs.</li> <li><b>Individual activity:</b> learners to plan their own cool down for a sports of their choice.</li> <li><b>Group discussion:</b> learners to review the performance and discuss the success of the session using the measures as previously discussed</li> </ul>	<p><b>Topics B.1, B.2, B.4 and B.5</b> have links with:</p> <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>

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Lesson	Unit content*	Activities	Links to other units
13	<b>Assignment 2</b> Tasks for Learning aim B Use centre-devised assignment or the authorised assignment from Pearson <a href="http://www.btec.co.uk/sport2012">www.btec.co.uk/sport2012</a>	<ul style="list-style-type: none"> <li>Evidence for planning could be in the form of a session plan and supporting documentation.</li> <li><b>Individual activity:</b> learners to plan a sports activity session.</li> <li>Evidence for leading could be in the form of visual evidence (video recording or photographic evidence) along with a tutor-devised observation record.</li> </ul>	
<b>Learning aim C: review the planning and leading of sports activities</b>			
12	<b>Topic C.1 Review:</b> <ul style="list-style-type: none"> <li>feedback for review</li> <li>methods</li> <li>strengths and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutor presentation:</b> reviewing performance. You may wish to show forms that are used for reviewing performance.</li> <li><b>Group discussion:</b> different methods of obtaining feedback from performers, spectators and observers.</li> <li><b>Paired activity:</b> learners to develop a variety of methods of obtaining feedback that could be used to review performance.</li> <li><b>Group activity:</b> learners to use the different methods of review and discuss their effectiveness and appropriateness for each.</li> </ul>	<b>Topic C.1</b> has links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>
14	<b>Topic C.2 Targets for development:</b> <ul style="list-style-type: none"> <li>SMARTER targets</li> <li>development plan:                             <ul style="list-style-type: none"> <li>aims and objectives</li> <li>goals</li> <li>SMARTER targets</li> <li>activities and opportunities</li> <li>possible barriers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>This session focuses on developing the ability to lead a sports activity session.</li> <li><b>Tutor presentation:</b> targets for development.</li> <li>If possible, a guest speaker could provide learners with guidance on development opportunities as a sports leader.</li> <li><b>Paired activity:</b> learners to set SMARTER targets for their development as sports leaders.</li> </ul>	<b>Topic C.1</b> has links with: <ul style="list-style-type: none"> <li>Unit 5 Training for Personal Fitness</li> <li>Unit 9 Designing Exercise Programmes</li> <li>Unit 11 Running Sports Events</li> </ul>

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15	<p><b>Assignment 3</b></p> <p>Tasks for Learning aim C</p> <p>Use centre-devised assignment or the authorised assignment from Pearson <a href="http://www.btec.co.uk/sport2012">www.btec.co.uk/sport2012</a></p>	<ul style="list-style-type: none"> <li>Evidence could be in the form of a report.</li> </ul>	
<b>Total: 30 hours</b>			

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